



Rubric for Scoring Distinguished Elementary School Applications

This rubric provides a comprehensive set of quality statements that reflect a consensus of the education community about the elements that should be present in an exemplary elementary school. The rubric will be used to evaluate 2002 Distinguished Elementary School applications based on a four-point scale (4 signifies high quality). Each level of the rubric is designed to be a holistic description, not a checklist. Evaluators will assign the score that *most closely resembles* the information provided in the application. Schools selected for recognition typically receive scores of 3 or 4. To receive those scores, schools must provide specific examples and other evidence in their responses. *Applicants are not expected to receive scores of level 4 in all areas. In some instances, level 4 describes an ideal toward which schools are encouraged to strive.* Individual schools may also use the rubric for self-assessment.

1 STANDARDS, ASSESSMENT AND ACCOUNTABILITY: Vision and Standards Describe the process used by your school community for developing a common vision of what students should know and be able to do upon leaving elementary school. Indicate the roles played by members of your school community. Describe how the school and district are implementing state standards. Describe how the school and district evaluate assessment data to adjust the school's improvement plan. Describe how results are communicated to the community. *Statewide measures include the Academic Performance Index (API), the Standardized Testing and Reporting (STAR) system (Stanford 9, California Standards Tests), the California English Language Development Test (CELDT), and the Golden State Examination (GSE).*

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
<p>Representatives of all segments of the school community—staff, families, and community members—have reached consensus on what students are expected to learn based upon state-adopted standards and performance levels. They have reached consensus on what exemplary performance looks like based on current research and practice as well as the cultural diversity of the student population. The vision statement is updated annually.</p> <p>A school improvement plan, developed with the school community each year, focuses on the achievement of grade-level standards by all students. The plan is continually analyzed to evaluate overall program effectiveness.</p> <p>The school community examines local and state student and school assessment data on an ongoing basis to see how students are meeting statewide standards. Results are used to identify needs and reallocate resources. These changes are integrated into the school improvement plan. The data is disaggregated by student characteristics—primary language, gender, ethnicity, Title I program participation, GATE, etc.</p> <p>The vision statement and the results of the school evaluation process are communicated to all segments of the school community in a variety of ways that extend or enhance the School Accountability Report Card.</p>	<p>School staff, the site council, and selected parents reach consensus on what students are expected to learn and what exemplary performance looks like. Current research and practice are reflected in the vision. The cultural diversity of the student population is addressed. The vision statement is periodically reviewed and adjusted.</p> <p>A school improvement plan developed each year with the staff, site council and selected parents, focuses on how the school program will help all students achieve standards. Effectiveness is evaluated in a variety of ways.</p> <p>Teachers and some members of the school community examine local and state student and school assessment data to make instructional and budget decisions regarding the school program, and to adjust the school improvement plan. The data is disaggregated by selected student characteristics.</p> <p>The vision statement and the results of the school evaluation process are communicated to families and other representatives of the school community in the School Accountability Report Card.</p>	<p>Administrators and some staff determine what students should know and be able to do. The vision statement is generally consistent with the curriculum and is periodically reviewed.</p> <p>The school staff and the school site council develop an improvement plan each year to evaluate some aspects of its program.</p> <p>Leadership staff examines local and state student and school data to make instructional decisions about the instructional program. It is unclear if the results of the analysis are incorporated into the plan. The data is disaggregated by some student characteristics.</p> <p>There is limited communication with families and the community regarding the school's vision or evaluation results.</p>	<p>The school has a statement of philosophy and goals that is kept on file at the school. It may not be consistent with the curriculum or reflected in day-to-day operations.</p> <p>Selected school staff and the site council develop an improvement plan. It is not clear if the plan is used to evaluate the program.</p> <p>Administrators and selected teachers review student and school data. Some teachers may make instructional decisions for their own classes. Disaggregation of data is not discussed.</p> <p>Strategies for reporting school evaluation results to families and the community are not discussed.</p>

2 STANDARDS, ASSESSMENT AND ACCOUNTABILITY: Student Assessment Describe how local, school, and classroom assessment information are linked to statewide assessment in order to improve student performance and to ensure progress toward schoolwide improvement. Describe how the school is able to monitor and report students' learning of standards, both schoolwide and for individual students. Discuss how teachers use assessment information to modify curriculum and instruction. Provide examples of assessment in English/language arts (E/LA) and mathematics, including but not limited to analysis of student work, writing samples, district-developed assessments, criterion-referenced assessments, etc. Provide examples of opportunities students have to evaluate their work against the standards. Describe how families are informed about their students' efforts in achieving standards.

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
<p>There is a local assessment system in place that links local, school and classroom assessment to statewide assessment. Staff have reached professional consensus regarding the means by which student and school progress toward achieving standards can be measured and communicated.</p> <p>Teachers use assessment information to plan or modify curriculum and instruction. Teachers' interventions for students needing assistance in meeting the standards are based on assessment results. Examples are provided in English/ language arts <u>and</u> mathematics.</p> <p>Teachers regularly share with colleagues student work related to the achievement of standards. They use rubrics to demonstrate levels of proficiency and determine their next teaching steps.</p> <p>Students know what is expected for proficient work. They evaluate their own work against criteria, reflect on their progress, and identify their strengths and weaknesses. Student report cards include information on progress towards achieving standards, and in social, emotional and physical development.</p> <p>Families routinely receive information about grade level standards, what is expected for proficient work based on state-adopted performance levels, and how their students can improve their achievement. Families of English language learners receive information in their primary language.</p>	<p>A local assessment system is mostly in place or in final stages of development. Staff have reached consensus regarding what students should know at each grade level. They are working on how students will demonstrate that knowledge. Student and school progress toward achieving standards is measured and communicated.</p> <p>Teachers use assessment information to plan or modify curriculum and instruction. Teachers apply appropriate interventions. Examples are provided in English/ language arts <u>and</u> mathematics.</p> <p>In some subject areas, teachers meet at least quarterly to analyze student work and to plan their next teaching steps. Teachers apply consistent criteria in judging student work.</p> <p>Students are expected to be responsible and productive. Students occasionally analyze their own work, reflect on their progress, and identify their strengths and weaknesses. Report cards are being developed that include their progress toward standards.</p> <p>Families receive information about their students' assessment results. Efforts are made to communicate students' results to families in their primary language(s).</p>	<p>Development of a local assessment system in progress. Teachers are in the process of reaching agreement about what students should know at each grade level.</p> <p>Teachers periodically use student achievement information to plan for curriculum and instruction, but there is no regular schoolwide process.</p> <p>In some subject areas, teachers meet at least twice a year to analyze student work. It is not clear whether they apply consistent criteria in judging student work. Teachers as individuals rather than as a team examine student work to make decisions.</p> <p>Students rarely analyze their own work. They depend primarily on their teachers to identify their strengths and weaknesses. Discussion is beginning regarding student report cards that include their progress toward standards.</p> <p>Families receive limited information regarding their students' test results.</p>	<p>Teacher agreement on what students should know and be able to do is not addressed.</p> <p>Student assessment information may be examined, but the analysis does not relate to classroom practices.</p> <p>Teachers rely heavily on teacher or text-generated tests and work sheets to evaluate student work. Teachers and administrators may examine individual student test scores to make decisions.</p> <p>Students depend on their teachers to identify their strengths and weaknesses rather than by analyzing their own work. Report cards do not include progress towards standards.</p> <p>Strategies for reporting individual student assessment results to families are not described.</p>

3 TEACHING AND LEARNING: Curriculum And Instructional Practices Describe how the school provides a balanced, comprehensive and standards-aligned curriculum in all subject areas that is articulated across grade levels, articulated with Pre-Kindergarten (Pre-K)¹ and middle school. Describe your standards-based English/language arts (E/LA) and mathematics curriculum. Discuss how the school works with local entities to address Pre-K student school readiness issues. Describe how all students are provided with challenging learning experiences. Describe standards-based curriculum development and the selection of instructional materials in the school. **Note: This section will be weighted two-fold in the application scoring process.**

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
<p>A balanced, comprehensive, standards-aligned curriculum is provided to all students in all subject areas. Curriculum planning is based upon current research on best practices in elementary education. Examples are provided in E/LA <u>and</u> math.</p> <p>The core curriculum is articulated across grade levels, with Pre-K, middle school, and with after-school programs. Teachers meet with Pre-K staff to discuss school readiness issues. They meet with teachers in the next grade and middle grade teachers to share student information across grade levels and plan intervention strategies where needed. Examples are provided in E/LA <u>and</u> math.</p> <p>Teacher teams design standards-aligned thematic units that integrate skills and knowledge across subject-matter areas. Service-learning strategies² are used to enhance the curriculum with real-world experiences and provide connections to the community.</p> <p>Staff uses various methods to meet the instructional needs of all students. There is a balance between independent, collaborative, teacher-directed, and student-centered work. Extensions are provided for students who seek additional challenges.</p> <p>The school community participates in the selection of aligned, standards-based instructional materials, and considers current research on their effectiveness in meeting the needs of all students. Materials reflect the diversity of California's population.</p>	<p>A comprehensive core curriculum in all subjects is provided to all students. Curriculum is aligned to local and state standards in some areas. Curriculum planning is based on current educational research and knowledge of best practices.</p> <p>There is articulation of some core curricular areas across grade levels and with middle school, and efforts are underway in others. Articulation with Pre-K is in the beginning stage. Teachers meet with teachers in the next grade and middle grade teachers to share student information and plan intervention strategies where needed.</p> <p>Teacher teams design standards-aligned thematic units in some curricular areas that integrate skills and knowledge across subject-matter areas. Some service learning strategies are used to provide real-world experiences.</p> <p>A variety of instructional methods are used in all classrooms and curricular areas. Instructional groupings vary with the nature of the task. Students work in groups and independently. Extensions are provided for students who seek additional challenges.</p> <p>School and district staff solicit community opinion in selection of aligned, standards-based instructional materials. The review process is clearly described. There is a process for evaluating effectiveness of materials. Diversity is addressed.</p>	<p>A comprehensive core curriculum is provided to most students. There is a plan to align core curriculum to local and state standards and efforts are underway in some areas. Curriculum planning is based on knowledge of best practices.</p> <p>Staff meets periodically for curriculum articulation across grade levels, and with teachers in the next grade to share student information. There are plans for articulation with middle school and Pre-K.</p> <p>Teams of teachers are beginning to design thematic units of instruction in some core curricula. Some efforts are made to enhance the curriculum with real-world experiences, and there are plans for others.</p> <p>A variety of instructional methods are used in some classrooms and curricular areas, while lecture is dominant in others. Staff is working on strategies to provide a greater variety of learning experiences. Students receive additional help on an as needed basis.</p> <p>School staff are involved in the selection of textbooks and instructional materials. There is a plan to align materials to standards. The effectiveness of the materials is not addressed.</p>	<p>It is not clear if a core curriculum is provided for all students. Some may receive a different curriculum based upon perceived ability levels. Discussions have begun about aligning curriculum.</p> <p>Plans are being discussed to align the curriculum with standards. Alignment and articulation of curriculum across grade levels is not addressed. There is no evidence of articulation to share student information to plan intervention strategies.</p> <p>Individual teachers design thematic units of instruction in their classrooms. There is minimal evidence that curriculum is enhanced with real-world experiences.</p> <p>Lecture is the dominant instructional mode in most classrooms. Staff relies on textbooks. Most learning takes place within traditional ability groups. Strategies appear to focus on teacher needs.</p> <p>Some school staff may be involved in the selection of instructional materials. There is no discussion regarding the alignment of materials, nor is their effectiveness addressed.</p>

¹ Pre-Kindergarten programs include preschool and child development programs, HeadStart, and day care homes/associations.

² Service-learning strategies teach the academic curriculum through assessing and meeting community needs, using youth voice, and allowing time for reflection. Activities can include school-community gardening, buddy reading, intergenerational mentoring, recycling, etc.

4 TEACHING AND LEARNING: Teacher Professionalism Discuss how professional development prepares teachers, administrators and other staff to help students achieve standards, particularly in English/language arts (E/LA) and mathematics. Describe how the professional development programs are selected and evaluated. Discuss the processes that support teacher professionalism. Discuss how new teachers are selected and supported. Describe the opportunities that are available for teachers to collaborate, broaden their knowledge, participate in decision making and share information with teachers from other grade levels, Pre-K, and middle school. Discuss professional development provided for other school personnel. *Professional development activities should reflect awareness of Designs for Learning, the California Standards for the Quality and Effectiveness of Beginning Teacher Support and Assessment Programs, Elementary Makes the Grade!, and First Class. Discussion may also include, but is not limited to, leadership academies; subject matter projects; networks and consortia; professional organizations; the Bilingual Teacher Training Program; teacher education institutes; and peer assistance and review.*

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
Professional development focuses on preparing teachers to help students achieve standards. There is a comprehensive, long-range professional development plan for teachers and administrators, with examples in E/LA and math. The plan is evaluated based on student progress in meeting standards.	Professional development focuses on preparing teachers to help students achieve standards. There is a professional development program for teachers and administrators. Plans are underway to judge its effectiveness based upon assessment data.	A professional development program is being developed that will focus on helping students achieve standards. Its effectiveness will be based upon student progress data.	Individual teachers determine professional development based upon their interests and classroom needs. A professional development program is not addressed.
New teachers are carefully selected, assigned, supported and monitored with a professional development plan. A qualified support network is provided throughout the first two years.	New teachers are selected, assigned, supported, and monitored with a professional development plan.	A mentor teacher provides the only support for new teachers.	There is no evidence of support for new teachers.
Teachers as a group reach consensus about curriculum, instruction, discipline, teacher and program evaluation, school operations, etc. Frequent opportunities are routinely scheduled for teachers to collaborate, share educational research, and reflect on classroom practices. Teachers and staff are recognized for making exceptional efforts with students.	Teachers frequently make decisions about curriculum, instruction, discipline, teacher and program evaluation, school operations, etc. There are many opportunities for teachers to collaborate, share educational research, and reflect on classroom practices. There is recognition that everyone plays a part in student success.	A few teachers serve on committees. Efforts are underway to increase teacher involvement in decision-making. There are occasional opportunities to collaborate. Other staff are recognized as resources for student learning, but only relative to job title and function.	The principal makes most of the decisions with suggestions from selected teachers. There is no discussion of opportunities for teachers to collaborate. Staff other than teachers are not recognized as playing a part in student achievement.
Teachers and staff participate in professional development that is aligned with district plans. Teachers and staff also provide staff development for their colleagues. Health/PE teachers, Pupil Personnel Services staff, school nurses, and classified employees participate in professional activities in their fields. All school staff are viewed as an essential part of a team to enable students to succeed.	Teachers participate in a variety of professional development activities. Opportunities are provided at staff meetings for teachers to share what they learned. Other school staff members are included as appropriate. There is recognition that everyone plays a part in student success.	Teachers participate in professional development, but support by the school is limited. Opportunities to share information are limited. Other school staff may be recognized as resources for student learning, but only relative to job title and function.	Teachers do not attend professional development activities consistently. Financial support is limited. School staff members other than teachers are not recognized as contributors to student achievement.
Sharing of student results from one grade level to the next is a schoolwide process. Teachers have regular opportunities to articulate with Pre-K and middle school staff about the students they serve and to facilitate positive transitions for students and families. Everyone is knowledgeable about children's growth and development.	Student results are shared from one grade level to the next in most areas. Teachers have some opportunities to articulate with Pre-K and middle school staff about the children they serve and to facilitate positive transitions for students and families.	Student results are shared from one grade level to the next in some areas. Articulation activities with middle school and Pre-K are being planned.	Sharing of student results between grade levels is minimally addressed. There is no discussion of articulation between grade levels or with the middle school or Pre-K.

5 TEACHING AND LEARNING: Educational Technology And Library Media Services Describe the library media services that support teaching and learning. Describe your plan for technology use at the school site and the ongoing process of integrating technology into the total school program. Include accommodations to ensure appropriate technical assistance for staff and students. Discuss how professional development needs of staff are met, both in terms of enhancing technology skills and in integration of technology into the curriculum. Describe how students, teachers, library media teachers, and other support staff are provided with information and learning resources. Include examples of library and technology usage data (e.g., *the number of computers, frequency of usage, population of users, use of the internet, book circulation, etc.*) Describe the extent of electronic networking infrastructure throughout the site and beyond.

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
<p>Learning activities are supported by a high-quality library media center with a full-time credentialed library media teacher, support staff, current technology, and learning resources to meet the diverse needs of students. The center is flexibly scheduled and available to students and families beyond the school day.</p> <p>A plan for technology use provides a clear vision of the instructional and administrative advantages of technology. Evaluation of effectiveness is built into the planning structure. Software, video, and online resources are selected on the basis of proven ability to raise achievement of specific standards. Electronic networking is in place at the site and beyond.</p> <p>Technology is used to enhance achievement and is integrated into all regular, categorical and special programs. Examples show that teaching, learning and administration are accomplished with appropriate technology. It is used to help students increase knowledge and skills, expand the depth and scope of the curriculum, and obtain information outside the classroom.</p> <p>A designated on-site technology lead person/coach has been identified for on-site technology and provides assistance in a timely manner. Ongoing training is provided for the effective use of technology in teaching and learning.</p> <p>All students and staff have access to and use an array of information and learning resources in a variety of ways. Specific usage data demonstrates frequent use of the Internet, networks, databases, etc., by teachers, students, and families. Teachers use technology to organize, analyze, and manage student work and achievement data to modify instruction.</p> <p>In order to plan for and acquire appropriate technology, the district or school collaborates with a variety of businesses, industry, community groups, funding sources, and networks³ appropriate to the community and region.</p>	<p>Learning activities are supported by a library media center with a full time staff, current technology, and learning resources. The library media center is available to students and families beyond the school day.</p> <p>A plan for technology use focuses on instructional learning and administrative issues. Implementation of electronic networking at the site and beyond is underway.</p> <p>Technology is used to enhance achievement in many regular, categorical, and special programs. Technology is used in teaching, learning and the administration of school programs. It is used to help students increase their knowledge and skills, and expand the depth and scope of the curriculum.</p> <p>Staff is available on site to provide technical assistance. Additional assistance may be available at the district. On-going training is provided for effective use of technology in teaching and learning.</p> <p>All students and staff have access to information and learning resources at a computer lab accessible during and after normal school hours. Teachers are beginning to use technology to organize and analyze student work and assessment data.</p> <p>In order to plan for and acquire appropriate technology resources, the district or school collaborates with some businesses, industry, community groups, and networks and is exploring others.</p>	<p>Learning activities are supported by a library with part-time staff and some technology and learning resources.</p> <p>The district/school has a limited technology plan, either at the district or site level. Planning of electronic networking at the site and beyond is underway.</p> <p>Technology is used primarily to assist teachers in the management of the instructional program. The school is developing a program in which technology will be used to expand the curriculum.</p> <p>Some technology assistance is available, and some training for use of technology in teaching and learning is provided.</p> <p>Technology is available to students for word processing or information retrieval. It is available to those most interested or most in need, but less accessible to the general population. Use by staff is limited.</p> <p>Collaboration with business, industry, community groups, and networks is limited.</p>	<p>Learning activities are supported by a library kept open by volunteers.</p> <p>A district or school technology plan is not discussed.</p> <p>Technology is used primarily for record-keeping and data collection. Student access to technology is limited to beginning computer literacy or drill and practice.</p> <p>On-site assistance is not available on a regular basis. Training is rarely offered.</p> <p>There is some access to electronic information and learning resources. Technology is not used to analyze student work or achievement data.</p> <p>There is no evidence of collaboration with entities outside the school.</p>

³ May include but not limited to the California Technology Assistance Project (CTAP), California Learning Resource Network (CLRN), California Statewide Master Agreements for Resources in Technology (C-SMART), and Technology Information Center for Administrative Leadership (TICAL), etc.

6 SUPPORT FOR STUDENT LEARNING: School Culture And Student Support Services Describe the culture of your school and how it enables all students to be successful in achieving standards. Describe how your school supports the developmental characteristics of young people. Discuss how the school culture promotes positive character traits and good citizenship, and develops student awareness of the connection between school and careers. Describe how your school's learning support system provides comprehensive student support services.

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
<p>The culture of the school reflects energy, enthusiasm, and a commitment that all students can and will be successful and achieve grade level standards. Standards-based education is the school's focus and this commitment is demonstrated to staff, students, and the community in a variety of ways.</p> <p>The culture of the school supports all students' growth and development in social, emotional, and physical domains, as well as academic. Staff is knowledgeable about and committed to promoting a comprehensive youth development program.</p> <p>The school seeks to develop and reinforce positive character traits, such as caring, citizenship, fairness, respect, responsibility, and trustworthiness, through a systematic approach that includes adult modeling, curriculum integration, and school policies and practices. Opportunities are provided for all students to contribute in meaningful ways to the school and the community.</p> <p>The school has a comprehensive support system for guidance and counseling that includes all three domains—academic, personal/social development, and career awareness. Services are provided to all students.</p> <p>The school has a written support plan for all students that describes the services provided to students who may exhibit attendance, academic, behavioral or adjustment problems. The school uses an integrated services model such as Healthy Start to ensure these services are coordinated and provided by credentialed and licensed professionals.⁴</p>	<p>The culture of the school encourages all students to be academically successful, and efforts are under way to create a schoolwide focus on standards-based education.</p> <p>The culture of the school encourages student growth and development in social, emotional, and physical domains as well as academics.</p> <p>The staff as a whole promotes and models positive character traits. Opportunities are provided for students to contribute in meaningful ways to the school and the community.</p> <p>The school has an established guidance and counseling program that is provided to most students.</p> <p>Student learning support services are available to all students that exhibit any attendance, academic, behavioral or adjustment problems. Learning support services are provided by the appropriate credentialed or licensed personnel.</p>	<p>The school culture reflects a desire to help students succeed. Work on standards-based learning is in the beginning stages.</p> <p>The staff of the school is just beginning to be aware of the social, emotional, and physical domains as important to student learning.</p> <p>Individual teachers and staff promote and model positive character traits. Limited opportunities are provided for some students to contribute in meaningful ways to the school and the community.</p> <p>The school has begun to implement a guidance and counseling program. Services are available to students upon request.</p> <p>Student learning support services are available to students on a referral basis. Learning support services are provided by the appropriate credentialed or licensed personnel.</p>	<p>The school's primary focus appears to be classroom management and curriculum coverage. Standards-based learning is generally addressed.</p> <p>There is minimal evidence of efforts at the school to promote youth development.</p> <p>There is minimal evidence of efforts at the school to support positive character traits.</p> <p>There is minimal evidence of efforts to provide a guidance and counseling program.</p> <p>There is minimal evidence in the application of student learning support services.</p>

⁴ A school nurse, Healthy Start coordinator, credentialed school counselor, school psychologist, school social worker, child-welfare and attendance specialist, or licensed mental health professional.

7 SUPPORT FOR STUDENT LEARNING: Students At-Risk And With Special Needs Discuss the identification and assessment process of students at-risk and with special needs at your school. Describe the programs and strategies used by the school to ensure access to and success in the regular curriculum. Discuss the programs and strategies used by the school to assist English language learners (ELs). Describe support for school staff to assist students with disabilities to achieve individualized education plan (IEP) goals, progress in the regular curriculum, and be educated with non-disabled students. Describe the extended learning activities. *Students at-risk and with special needs include but are not limited to gifted and talented students; English language learners; students from culturally and ethnically diverse families; students not achieving their identified learning potential; students with attendance problems, discipline problems, family-related issues, health-related issues, and nutrition-related issues; students with mobility/ transfer issues; and students receiving special education services.*

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
<p>The school takes responsibility for active and early assessment and identification of students at-risk and with special needs. Coordinated student support services may include school guidance and counseling to improve attendance, and services provided by community agencies. The student study team and family-school compacts identify how the school, family, and community will help the student to succeed. Interventions and student work are reviewed and evaluated frequently.</p> <p>Identified students have personal learning plans that prepare them for success in achieving standards. Plans are developed collaboratively with the student, staff, and family. The plans are reviewed and revised as needed.</p> <p>Students are assessed appropriately and frequently to accurately depict their knowledge and growth. Assessment of EL students is performed in a way that distinguishes the need for content instruction from limited English skills. Students with disabilities receive allowable accommodations or alternative assessments as determined by their IEPs.</p> <p>Special education students are provided full access to the standards-based core curriculum. They are transitioned to and supported in mainstream classes, including full inclusion. A school nurse is available to provide or supervise specialized physical health care services for students with special needs.</p> <p>EL students receive English Language Development (ELD) standards-based instruction to acquire English language skills. A high redesignation rate of ELs demonstrates their success in achieving English proficiency. The continued improvement of EL students is monitored in relation to their English-speaking peers.</p> <p>The school provides extended learning activities beyond the typical school day, e.g., summer school, before- and after-school programs, tutoring, homework centers, intercessions in year-round schooling, etc. The activities are aligned with standards. Students at-risk are given enrollment priority.</p>	<p>School, family and community resources are used to assist students at-risk and with special needs. Responsibilities are not clearly defined. Strategies such as a student study team and family-school compacts identify how the school and family will help the student succeed. Interventions and student work are reviewed frequently.</p> <p>Most at-risk and special needs students receive guidance in developing personal learning plans with their families. The plans are revised as needed.</p> <p>Evidence is presented to demonstrate that students at-risk and with special needs are assessed appropriately to accurately depict their knowledge and growth.</p> <p>Information is provided on how special education students are successfully transitioned to and supported in mainstream classes.</p> <p>EL students receive ELD standards-based instruction to acquire English language skills. They are provided access to the regular curriculum.</p> <p>The school provides extended learning activities beyond the typical school day. At-risk students are encouraged to attend.</p>	<p>The school takes limited responsibility for identifying and assessing students at-risk and with special needs. Individual teachers develop strategies to help students succeed. Student work and interventions are reviewed and evaluated infrequently.</p> <p>Only those at-risk or special needs students supported by categorical programs have personal learning plans.</p> <p>There is limited evidence that at-risk and special needs students are appropriately assessed.</p> <p>There are general statements that special education students are being mainstreamed.</p> <p>It is not clear that ELs are supported in acquiring English language skills or are provided access to the regular curriculum.</p> <p>The school provides a limited amount of extended learning activities beyond the typical school day. Only a few at-risk students attend.</p>	<p>It is not clear whether anyone at the school takes responsibility for helping students succeed who are at-risk and have special needs.</p> <p>Student personal learning plans are not addressed.</p> <p>Assessment and identification of students at-risk and with special needs are not addressed.</p> <p>If there are special education students, there is no evidence provided that they are being mainstreamed.</p> <p>Although school demographics indicate the presence of English language learners, there is no evidence of English language acquisition services.</p> <p>Extended learning activities beyond the typical school day are not discussed.</p>

8 SUPPORT FOR STUDENT LEARNING: Safe And Healthy School And Coordinated Services Describe how your school ensures a safe and secure learning environment and supports student health. Discuss how a coordinated services approach supports the physical, mental, and social/emotional health of students. Describe school programs and community partnerships that promote healthy student behaviors and keep the school free from drugs, alcohol, tobacco, crime and violence. Discuss how the school's physical environment provides an exemplary learning environment.

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
<p>There is a schoolwide focus on student safety, health, and well being. A Safe Schools Plan is reviewed and updated yearly. A School Crisis Response Kit is updated regularly. Sequential health education is provided at each grade level, and a comprehensive alcohol, drug, and tobacco prevention program assists students in making healthy life choices.</p> <p>A quality physical education program is offered to all students in accordance with Education Code §51210 and 51223. The PE program reflects state standards. The core and resiliency modules of the California Healthy Kids Survey are administered to a representative sample of students.</p> <p>Expectations for behavior at the school and in the community are well known and accepted by students. School policies and programs promote socially appropriate behavior and positive relationships. Effective programs prevent violence and help students learn to deal with conflict. A bullying prevention program is in place.</p> <p>The school provides students access to support services in physical, mental, and social/emotional health to maximize academic achievement. The support system is well-coordinated and accessible. There are well-established partnerships with health, mental health and social services, recreation providers, and law enforcement agencies to coordinate services to students and their families. The ratio of credentialed school nurses to regular education students is at least 1:1200.</p> <p>The school's physical environment reflects the importance of education in society. District and community resources are provided to ensure that the facilities and campus are clean and in good repair. School and classroom environments are stimulating, educationally appropriate (e.g., classroom size) and reflect pride in school and student efforts.</p>	<p>There is a schoolwide focus on the safety, health, and well being of students. A Safe Schools Plan is reviewed and updated yearly. A School Crisis Response Kit is updated regularly. Coordinated programs are being developed to promote safety, healthy behaviors and physical activity.</p> <p>PE is provided according to the Education Code §51210 and 51223. The Healthy Kids Survey core modules are administered to a representative sample of students.</p> <p>Policies and instruction promote socially appropriate behavior. Expectations for behavior are communicated to the entire school and community. There are programs to help students deal with conflict in a nonviolent manner.</p> <p>The school works closely with some health and social services and law enforcement agencies to provide services to students and families. Health services are provided by a credentialed school nurse, or trained and licensed staff supervised by a school nurse.</p> <p>The campus is clean and generally in good repair. Repairs and maintenance are completed as district resources permit. Proactive efforts are ongoing to find supplementary community resources. Classroom environments are stimulating, educationally appropriate (e.g., classroom size) and reflect pride in school and student efforts.</p>	<p>Policies and procedures that address a secure environment are present. There are some programs to promote healthy student behaviors. A Safe Schools Plan and a School Crisis Response Kit are reviewed and updated yearly.</p> <p>PE instruction is provided. One Healthy Kids Survey core module is administered, if applicable.</p> <p>Expectations for behavior are not clearly specified. The value of helping students learn to deal with conflict is discussed, but there are no formal programs in place.</p> <p>The school is developing a process for coordinating health and social services for students and families. There is limited collaboration with law enforcement agencies. Services are provided by trained and licensed staff supervised by a credentialed school nurse.</p> <p>The district and school are exploring resources to make needed repairs or enhance the facilities. The condition of the campus and classrooms does not meet the standards of cleanliness, educational appropriateness, community support, and school pride that would be expected for an exemplary school.</p>	<p>Issues relating to student safety and health are generally addressed. A Safe Schools Plan and a School Crisis Response Kit are present as required by law.</p> <p>PE instruction is not addressed in the application. There is no discussion of the Healthy Kids Survey.</p> <p>There is minimal discussion of expectations for student behavior. Conflict resolution issues are not addressed in the application.</p> <p>The school may notify families about health, and social services providers as needed, but takes no responsibility beyond that. There is no evidence of collaboration with law enforcement agencies or description of school nurse services.</p> <p>There is minimal evidence of district or school efforts to make needed repairs or to enhance the facilities or campus. The campus and classrooms show evidence of graffiti, disrepair, neglect, and lack of community support and school pride.</p>

9 FAMILY PARTICIPATION AND COMMUNITY PARTNERSHIPS Describe the strategies used by your school to engage its families and community. Describe how members of the school community work together to support student learning, and how families are assisted to be collaborative partners in the education of their children. Describe how the school communicates with families and encourages communication from them, including those who are not fluent in English. Describe school/ community partnerships⁵ and how they support and expand student learning and strengthen the curriculum. If the community is culturally diverse, discuss how this diversity is acknowledged and honored.

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
<p>The school has a comprehensive understanding of the community it serves. It has successful strategies to engage the interest of families and other segments of its community and involve them in school activities. The school enjoys a high level of public support.</p> <p>Families and community members are offered a variety of options for contributing to the success of the school, and many routinely participate in its daily activities.</p> <p>In order to promote effective two-way communication, the school employs many proactive strategies appropriate to the community to inform families about school issues as well as community services and resources.</p> <p>Administrators and teachers are trained to work cooperatively with families to support student learning. Parenting/adult education classes are offered to support student learning. Families and their students are assisted during transitions from Pre-K to elementary school and from elementary to middle school.</p> <p>The school has well-established collaborative community partnerships that provide monetary or material support, expand student learning experiences, and give students opportunities to contribute to the community through service learning, etc.</p> <p><i>(If applicable)</i> The cultural diversity of families is valued through school-community activities, curriculum enhancements, library materials, etc. Communication is conducted in the home language.</p>	<p>Many independent connections and activities involve families and the community, but there may not be an ongoing, systematic approach to use of those resources.</p> <p>Some family members regularly volunteer at the school and serve on committees that address both academic and nonacademic issues.</p> <p>The school communicates with families about school issues and events through traditional methods. Two-way communication between school and the home is encouraged.</p> <p>Families receive information about curriculum, assessment, and programs to support student learning. Families and their students are assisted during transitions from Pre-K to elementary school and from elementary school to middle school.</p> <p>The school has some community partnerships. In addition to providing monetary or material support, one or more of the partnerships expand student learning and provide opportunities to contribute to the community.</p> <p>The cultural diversity of families is acknowledged and respected. Communication is often conducted in home language.</p>	<p>Efforts are made to accommodate families and community members who offer to participate, but there is no systematic plan for outreach.</p> <p>Families participate in fund-raising, extracurricular activities, and booster clubs. They occasionally serve in advisory roles to offer opinions on policy decisions.</p> <p>The school periodically informs families about issues and events. Communication is primarily from the school to the home, although the school responds to inquiries.</p> <p>Families may receive some information about supporting student learning from parent-teacher conferences, report cards, newsletters, etc. There are general statements about helping students and families transition into and out of elementary school.</p> <p>The school may have a few community partnerships and is developing others. Their primary purpose is to provide monetary or material support to the school.</p> <p>There are general statements about cultural diversity of families. Communication may sometimes be conducted in the home language.</p>	<p>The school is aware of the importance of engaging its community, and strategies are being developed.</p> <p>Some families are involved in fund-raising, and extracurricular activities. They are not encouraged to play a role in academic or policy decisions.</p> <p>Communication between the school and families appears to be limited and generally one-way.</p> <p>Families are not assisted in supporting student learning. There is no evidence that the school helps students and families transition into and out of elementary school.</p> <p>The school is aware of the potential for school-community partnerships, and there are plans to establish some.</p> <p>The cultural diversity of families is not acknowledged nor is the issue of home language communication addressed.</p>

⁵ Community Partnerships may include, but are not limited to, other elementary, middle and/or high schools; community agencies; law enforcement; service and fraternal organizations; associations and clubs; businesses and industries; government agencies (eg., state and federal forestry, wildlife, and agricultural agencies, National Weather Service, etc.); churches; colleges and universities; and other entities unique to the area.



Elementary Schools - Selected References

The research references used to develop these criteria are listed below. Questions about the materials should be addressed to the California School Recognition Program office at 916-657-3810. Unless otherwise indicated, California Department of Education publications are available from the CDE Press, at 916-445-1260 or 1-800-995-4099; www.cde.ca.gov/cdepress

Academic Performance Index (API). 2001 California Department of Education publications and information; www.cde.ca.gov/psaa/api

California English Language Development Test (CELDT). California Department of Education publications and information; <http://www.cde.ca.gov/statetests>

California Healthy Kids Survey. 1998; www.wested.org/hks

California Learning Resources Network. Searchable web site with information on supplemental electronic learning resources and their alignment with State Standards; www.clrn.org

California Partnerships in Character Education. Sacramento County Office of Education; www.clre.org/program/ce/ccephome.htm

California Professional Standards for Educational Leaders. 2001. Oakland. California School Leadership Academy at WestEd, 300 Lakeside Drive, 18th Floor, Oakland, CA. 94612. www.csla.org and www.acsa.org

California Standards for Beginning Teacher Support and Assessment Program. 1997. Sacramento: State of California; www.ctc.ca.gov/btsapublication/btsaprogstds.html

California Technology Assistance Project. Assistance with education technology; www.ctap.k12.ca.us

Challenge Standards for Student Success: Health Education. 1998. Sacramento: California Department of Education; www.cde.ca.gov/challenge

Challenge Standards for Student Success: Physical Education. 1998. Sacramento: California Department of Education; www.cde.ca.gov/challenge

Challenge Standards for Student Success: Visual and Performing Arts. 1998. Sacramento: California Department of Education; www.cde.ca.gov/challenge

Character Education Resources. California Department of Education; www.cde.ca.gov/character

Check It Out! Assessing School Library/Media Programs. 1998. Sacramento: California Department of Education.

Connect, Compute, and Compete: The Report of the California Education Technology Task Force. 1996. Sacramento: California Department of Education. Also available online; www.cde.ca.gov/edtech/cccl/

Continuity for Young Children: Positive Transitions to Elementary School. 1997. Sacramento: California Department of Education.

Designs for Learning. Toucan Education Press. 1999. P.O. Box 1282, Soquel, CA 95073-1282.

Education Technology Planning: A Guide for School Districts; www.cde.ca.gov/ctl/edtechplan

The Educational Resources Information Center (ERIC). Resource that includes publications, lesson plans, parent involvement materials; www.eric.ed.gov

Elementary Makes The Grade. 2000. Sacramento: California Department of Education.

English-Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve. 1998. Sacramento: California Department of Education.

Family-School Compacts. Challenge Toolkit Series. 1997. Sacramento: California Department of Education.

First Class: A Guide for Early Primary Education. 1999. Sacramento: California Department of Education.

Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community. 1991. Benard, Bonnie. Western Regional Center for Drug-Free Schools and Communities. San Francisco: West Ed. www.wested.org/cs/wew/view/rs/93

From Gatekeeper to Advocate: Transforming the Role of the School Counselor. Hart, Phyllis J., and Jacobi, Maryann. 1992. College Examination Board. Available from the Achievement Council at 213-487-7470 or www.achievementcouncil.org

From Risk to Resiliency: A Journey with Heart for Our Children, Our Future. 1994. Burns, E. Timothy. Dallas, TX: Marco Polo.

Gateway of Educational Materials. Educational resources on the internet; www.thegateway.org

Getting Results – Developing Safe and Healthy Kids. 1998. Sacramento: California Department of Education. www.gettingresults.org

Golden State Examination. California Department of Education publications and information; www.cde.ca.gov/statetests

Health Framework for California Public Schools. 1994. Sacramento: California Department of Education.

Healthy Kids Resource Center. 510-670-4581. www.californiahealthykids.org

History-Social Science Framework 2001 Updated Edition with Content Standards for California Public Schools, Kindergarten Through Grade Twelve. 2001. Sacramento: California Department of Education.

Information Power: Building Partnerships for Learning. 1998. American Association of School Librarians and Association for Educational Communications and Technology. ALA Editions. 800-545-2433; www.ala.org

It's Elementary. 1992. Sacramento. California Department of Education.

Mathematics Content Standards for California Public Schools, Kindergarten Through Grade Twelve. 1998. Sacramento: California Department of Education.

Mathematics Framework for California Public Schools, Kindergarten Through Grade Twelve. 1999. Sacramento: California Department of Education.

National Standards for School Counseling Programs: The Foundation for School Counseling in the 21st Century. 2000. American School Counselor Association; www.schoolcounselor.org

NSDC Standards for Staff Development, Elementary Level. 1995. Oxford, OH: National Staff Development Council. 800-727-7288. www.nsdsc.org

Physical Education Framework for California Public Schools. 1994. Sacramento: California Department of Education.

Prelude to Performance Assessments in the Arts, Kindergarten Through Grade 12. 1994. Sacramento: California Department of Education.

Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve. 1999. Sacramento: California Department of Education.

Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve. 1999. Sacramento: California Department of Education.

Service-Learning: Linking Classrooms and Communities: The Report of the Superintendent's Service-Learning Task Force. 1999. Sacramento: California Department of Education; www.cde.ca.gov/calserve

Standardized Testing and Reporting (STAR). California Department of Education publications and information. www.cde.ca.gov/statetests

Strategic Teaching and Learning: Standards-Based Instruction to Promote Content Literacy in Grades 4-12. 2000. Pritchard, Robert and Breneman, Beth. Sacramento: California Department of Education.

Student Success Teams: Supporting Teachers in General Education. 1997. Sacramento: California Department of Education.

Student Support Successes and Programs. www.cde.ca.gov/spbranch/ssp

Technology Information Center for Administrative Leadership (TICAL): Statewide service that helps administrators understand how to support the acquisition and use of technology to improve teaching, learning, and overall schools management; www.portical.org

Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve. 1996. Sacramento: California Department of Education.

Visual and Performing Arts Content Standards. 2000. Sacramento: California Department of Education; www.cde.ca.gov/shsd/arts